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Preface

We are pleased to announce the publication of the new edition of Golden® **English for Class IX,** based on the **New NCERT textbook Kaveri**. This edition has been meticulously crafted to ensure seamless alignment with current academic requirements.

This study material has been prepared in accordance with the **New Syllabus issued by CBSE for the academic year 2026–27.** All the new topics prescribed under Language R1 and R2 in Reading, Writing, and Grammar have been included, while the previous topics have been thoroughly revised.

The **Kaveri textbook** questions have been solved in simple, clear, and easily understandable language. For additional practice and deeper comprehension, each chapter contains comprehension passages, short-answer questions, and long-answer questions.

By the end of the course, students will be able to familiarise themselves with the text, understand its themes, and interpret the literature with confidence.

For students studying in regional languages, we are providing audio summaries of each chapter in multiple regional languages. This initiative will help learners to understand the lessons more effectively in their mother tongue and strengthen their comprehension. To access the audio summaries, **simply scan the QR code provided at the cover of the book and listen on Youtube.**

We are confident that this book will serve as an indispensable resource in your academic journey, enabling you to achieve excellence in English. We strive to provide a comprehensive learning experience and support your academic success.

Authors

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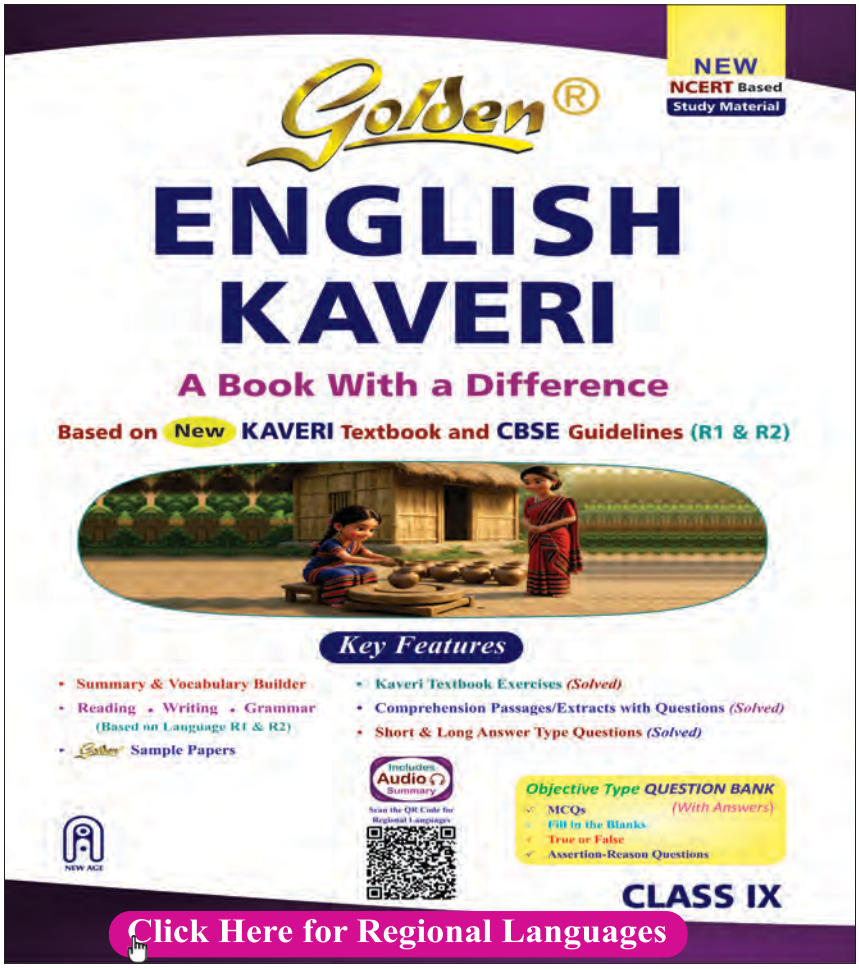

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Lesson 1

How I Taught My Grandmother To Read

Sudha Murty

I. SUMMARY

I

(Pages 2–6)

The narrator in the village with grandparents

In this chapter, the narrator describes how she taught her grandmother to read. When the narrator was about twelve, she used to stay in a village in north Karnataka with her grandparents. Due to the slow transport system then, they used to get the newspapers and magazines late.

Triveni's novel and the old lady, its main character

During that time Triveni was a very popular writer in Kannada. Her stories dealt with the psychological problems of the ordinary people. They contained simple values, problems and sufferings of people. Her works were very interesting and popular among the people. Her novel titled *Kashi Yatre* was appearing then as a serial in the Kannada weekly *Karmaveera*. It is about an old lady and her great desire to go to Kashi or Varanasi. Most Hindus believe that going to Kashi and worshipping Lord Vishweshwara is the ultimate *punya*. The old lady saves money to go to Kashi.

About the novel *Kashi Yatre*

In this novel, there is a young orphan girl who falls in love and wants to marry. But she has no money for the wedding. The old lady gives all her savings to the girl instead of going to Kashi herself. She finds the happiness of the orphan girl to be more important than her own wish to visit Kashi.

Narrator reading the serial to her grandmother

The narrator's grandmother, Krishtakka, was illiterate. The narrator would read the next episode of this serial to her grandmother every Wednesday when the magazine arrived. Her grandmother listened to it with great attention and even forgot her work. Later she would repeat the entire text by heart. She had identified herself with the old lady (main character) of the novel. Thus she had developed a great interest in knowing what would happen next. The narrator's grandmother would discuss the episode with her friends in the temple courtyard. The narrator and other children would play hide and seek then.

वर्णनकर्ता गाँव में अपने दादा-दादी के पास

इस पाठ में लेखिका बताती है कि कैसे वर्णनकर्ता ने अपनी दादी को पढ़ाया। जब वर्णनकर्ता लगभग बारह वर्ष की थी तो वह उत्तरी कर्नाटक के गाँव में अपने दादा-दादी के साथ रहा करती थी। तब यातायात साधन के कारण उन्हें समाचार पत्र और पत्रिकाएँ देर से मिला करती थीं।

त्रिवेणी का उपन्यास और वृद्ध महिला इसकी मुख्य पात्र

उस समय, त्रिवेणी, कन्नड़ भाषा की काफी लोकप्रिय लेखिका थी। उसकी कहानियाँ साधारण व्यक्तियों की मनोवैज्ञानिक समस्याओं के बारे में होती थीं। इनके अंदर साधारण बातें और मनुष्यों की समस्याएँ और कष्ट होते थे। ये मनुष्यों में काफी रोचक और लोकप्रिय हुआ करती थीं। तब उसका *काशी यात्रा* नामक उपन्यास कन्नड़ साप्ताहिक पत्रिका *कर्मवीरा* में धारावाहिक रूप में आता था। यह एक वृद्ध महिला के और उसकी काशी या बनारस में जाने की महान इच्छा के बारे में है। वह काशी जाने के लिए पैसे जमा करती है। अधिकतर हिंदुओं का मानना है कि काशी जाना और भगवान विश्वेश्वर की पूजा करना अंतिम *पुण्य* है।

उपन्यास *काशी यात्रा* के बारे में

इस उपन्यास में एक युवा अनाथ लड़की है। इस लड़की को प्यार हो जाता है और वह शादी करना चाहती है। परंतु शादी के लिए उसके पास धन नहीं है। वृद्ध महिला स्वयं काशी जाने की बजाय अपनी सारी बचत इस लड़की को दे देती है। उसके काशी जाने की बजाय वह इस अनाथ लड़की की खुशी को अधिक महत्त्वपूर्ण मानती है।

वर्णनकर्ता का अपनी दादी को धारावाहिक पढ़कर सुनाना

वर्णनकर्ता की दादी कृषतक्का अनपढ़ थी। वह उसे इस धारावाहिक की अगली कड़ी हर बुधवार को पढ़कर सुनाती थी जब पत्रिका आती थी। दादी इसे काफी ध्यान से सुनती और वह अपने काम को भी भूल जाती थी। बाद में वह पूरे मूल-पाठ को जुबानी सुनाती। उसने स्वयं को उपन्यास की वृद्ध महिला (मुख्य पात्र) के साथ एकरूप कर लिया था। इस प्रकार उसमें क्या होना था के बारे में जानने के लिए काफी रुचि विकसित हो गई थी। वर्णनकर्ता की दादी मंदिर के आंगन में (धारावाहिक की) कड़ी को अपनी सहेलियों को बताती थी। तब बच्चे लुका-छिपी का खेल खेलते थे।

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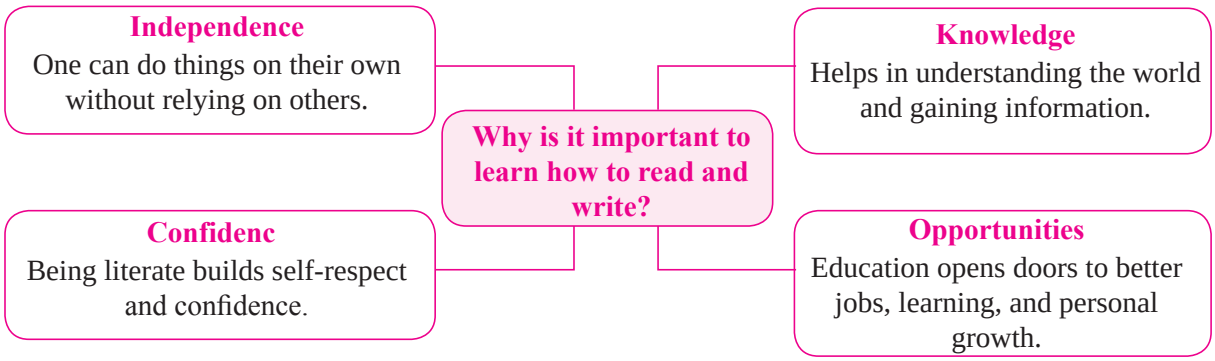
IV. KAVERI TEXTBOOK EXERCISES

Reflect and Respond (*Pages 1–2*)

I. Complete the given word web.

Ans.


Why is it important to learn how to read and write?
Independence
One can do things on their own without relying on others.
Knowledge
Helps in understanding the world and gaining information.
Confidenc
Being literate builds self-respect and confidence.
Opportunities
Education opens doors to better jobs, learning, and personal growth.

II. Read the questions given below and share your answers with your classmates and teacher.

1. ***Which languages(s) do your grandparents or elderly relatives speak?***
2. ***How do they spend their time? How do you spend time with them?***
3. ***What is your favourite experience with them?***
4. ***What is something that the elderly in your family cannot do easily but enjoy watching you do?***

Ans.

1. My grandparents and elderly relatives speak mostly Hindi language at home.
2. My grandparents and elderly relatives spend their time praying, reading newspapers, watching television, gardening, and talking with neighbours. I spend time with them by listening to their life experiences, helping them with small tasks, and sitting with them in the evening.
3. My favourite experience with my grandparents and elderly relatives is listening to their childhood stories and learning about old traditions and family history.
4. The elderly in my family cannot use mobile phones or modern gadgets easily, but they enjoy watching me use them and often ask me to show them how things work.

III. Read the following passage. Match the highlighted words with their meanings given in the box below.

1.	excitedly	**2.**	believable
3.	people living in one particular area	**4.**	discussion
5.	a part of a story	**6.**	focus
7.	main character	**8.**	directed

The casting for the **(*i*) protagonist** of our school's annual play was done after a lot of **(*ii*) debate** as many good actors had auditioned for the role. We had decided to present an **(*iii*) episode** from an inspirational story. It was a life story of a group of children who worked with the **(*iv*) community** to spread literacy. Every day, we reached school early to practise with **(*v*) concentration.** We waited **(*vi*) eagerly** for the final presentation. All of us played our roles in a very **(*vii*) convincing** manner as our theatre teacher had **(*viii*) guided** us well.

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5. From the grandmother's action of touching the narrator's feet, we learn that respect for teachers is timeless, and learning and effort are worthy of honour. It shows humility, gratitude, and that age or gender does not limit the respect one can give to someone who teaches with love and dedication.
6. The line, 'For a good cause if you are determined, you can overcome any obstacle,' highlights the broader theme of the story, which is that determination, perseverance, and the desire to achieve something meaningful can help a person overcome challenges, regardless of age or circumstances. It shows that obstacles like age, lack of education, or social expectations can be overcome with willpower and commitment.
7. The story effectively highlights the value of education in supporting personal independence through the grandmother's journey. Because she could not read, she felt dependent and helpless, despite having wealth. Learning to read and write gave her confidence, self-sufficiency, and the ability to enjoy knowledge on her own, showing how education empowers individuals and transforms their lives.

Vocabulary and Structures in Context (*Pages 13–16*)

I.

GOLDEN GRAMMAR TIPS

In English grammar, **binomials** are pairs of words joined by a conjunction (usually "and" or "or") that are commonly used together in a fixed order. These expressions add rhythm and fluency to speech and writing.

Examples: • Black and white • Rock and roll • Salt and pepper

The expression 'hide and seek' is used in the text. This is called a binomial.
Binomials are expressions consisting of two words, usually linked by a conjunction like 'and' or 'or', that are commonly used together in a fixed order.

For example: odds and ends, right or wrong.

Match the binomials in Column 1 with their meanings in Column 2. You may refer to a dictionary.

	Column 1		Column 2
1.	sink or swim	(*i*)	put different things together to get a range of possibilities
2.	on and off	(*ii*)	complete part of or belong to
3.	mix and match	(*iii*)	choose only the best (things, people, etc.)
4.	all or nothing	(*iv*)	at sometime in the future
5.	part and parcel	(*v*)	sometimes, occasionally
6.	pick and choose	(*vi*)	increase or develop very quickly
7.	sooner or later	(*vii*)	succeed or fail without help
8.	leaps and bounds	(*viii*)	something to be done completely or not at all

Now, use any five of the above binomials in sentences of your own.

Ans.

	Column 1		Column 2
1.	sink or swim	(*vii*)	succeed or fail without help
2.	on and off	(*v*)	sometimes, occasionally
3.	mix and match	(*i*)	put different things together to get a range of possibilities
4.	all or nothing	(*viii*)	something to be done completely or not at all
5.	part and parcel	(*ii*)	complete part of or belonging to
6.	pick and choose	(*iii*)	choose only the best (things, people, etc.)
7.	sooner or later	(*iv*)	at some time in the future
8.	leaps and bounds	(*vi*)	increase or develop very quickly

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B. After the students _____ (learn) how to identify fake news online, they _____ (start) verifying information before sharing it.

C. Before Kiran _____ (start) using digital payment platforms, she _____ (ensure) her understanding of online fraud prevention.

D. By the time Varun _____ (recognise) the importance of budgeting, he _____ (exhaust) most of his savings.

E. When Raghu _____ (log in) to the cybersecurity webinar, the instructor _____ (already discuss) the importance of strong passwords.

(*ii*) *Fill in the blanks with the correct form of verbs given in brackets.*

Last year my parents and I A. _____ (take) a financial planning course. When we B._____ (review) our expenses, we realised we C. _____ (spend) too much on unnecessary purchases. After my parents D. _____ (discuss) ways to save, I E. _____ (open) a savings account.

By the time we F. _____ (set) our budget, the course G. _____ (already introduce) investment strategies. We H. _____ (hurry) to take notes, but many participants I. _____ (complete) their financial plans. Despite that, we J. _____ (enjoy) learning how to manage money wisely.

Ans.

1. Secretly, I bought Kashi Yatre which had been published as a novel by that time.

2. I knew, then, that my student had passed with flying colours.

(*i*) **A.** arrived, had already begun

B. had learnt, started

C. started, had ensured

D. recognised, had exhausted

E. logged in, had already discussed

(*ii*) **A.** took

B. reviewed

C. had spent

D. had discussed

E. opened

F. set

G. had already introduced

H. hurried

I. had completed

J. enjoyed

Listen and Respond (*Page 17*)

I. You will listen to a speaker talk about digital literacy.

As you listen, complete the following sentences with one to three exact words that you hear. (Transcript for teacher on page 259)

1. ***Literacy these days includes the ability to use _____.***

2. ***Digital literacy is also about protecting _____.***

3. ***Digital literacy enables the elderly to _____.***

4. ***Digital literacy encourages using the internet safely by helping us recognise _____ and _____.***

5. ***The National Digital Literacy Mission helps people across the country by imparting _____.***

Ans. 1. digital tools

2. personal data

3. stay connected

4. misinformation, scams and cyber threats.

5. IT training

Speaking Activity (*Pages 17–18*)

Turncoat is a type of solo debate where the speaker argues **for** and **against** a topic, switching sides after a certain period of time.

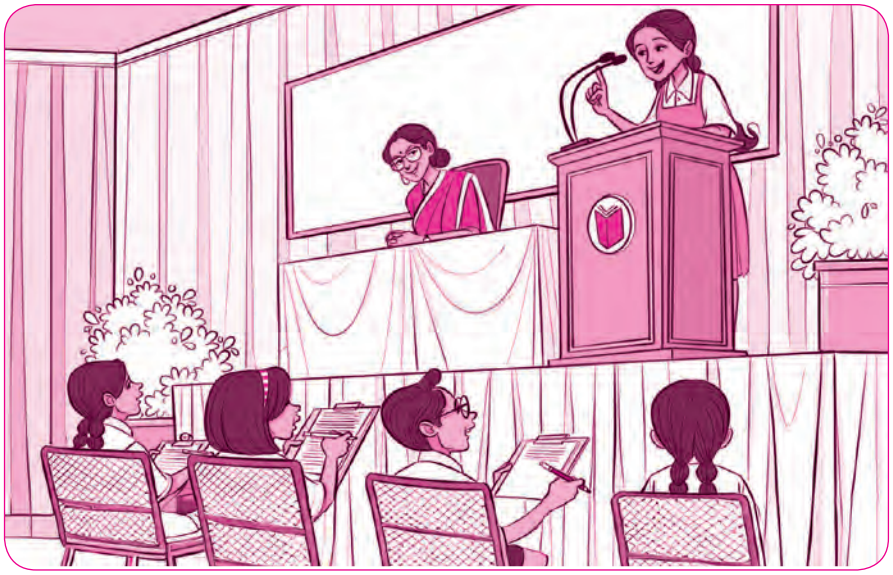
I. Choose your topic and speak 'for' and 'against' for not more than one minute each.

Topic 1: It is important to learn a new language apart from your mother tongue.

Topic 2: Learning can happen only when you are young.

Use the guidelines given below.

- Begin with speaking 'for' the topic for one minute.
- Your teacher will signal that it is time to switch sides.
- Then speak 'against' the topic for one minute.



You may use the following sentence prompts.

	'For'		'Against'
•	To begin with, I would like to speak 'for' the topic…	•	On the contrary / On the other hand…
•	My first argument in favour of…	•	There are two sides to this topic…
•	Most importantly, I want to mention that…	•	There's no doubt that…
•	In addition to that… / Moreover, I feel…	•	If I could make a point here…
•	I strongly feel…	•	I am pretty sure that…
•	I have a reason to believe…	•	Well, I am not sure whether you can really…
•	There's no doubt that…	•	So, to put it in a few words…

Ans. Topic 1: It is important to learn a new language apart from your mother tongue.

For the topic: To begin with, I would like to speak for the topic. My first argument in favour of this is that learning a new language allows us to communicate with people from different cultures, making travel and international friendships easier. Most importantly, I want to mention that it enhances career opportunities, as many companies value employees who can speak multiple languages. In addition to that, learning another language strengthens memory, focus, and problem-solving skills. Moreover, it broadens our perspective and helps us understand different cultures deeply. I strongly feel that knowing more than one language increases confidence in social and professional situations. There's no doubt that learning a new language enriches life in many ways.

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Q. 3. *Suppose you are Sudha Murty*. **Write a letter to your friend telling her how and why you taught your grandmother to read.** (*120 words*)

Ans.

898, Guruyyar

Karnataka

10 April, 2027

My dear Parbathi

I hope you are feeling well. In this letter I am describing how I taught my grandmother to read.

Actually my grandmother got interested in the serialisation of '*Kashi Yatre*' by Triveni in '*Karmaveera*'. I used to read it for her. She had identified herself with the main character, an old lady like her in the serial. She needed my help to know it. So when I was out for a few days to attend a wedding, she couldn't know about it as she herself couldn't read. She then understood the value of learning to read.

When I returned she told me about her past life. She also showed her keen interest in learning the Kannada alphabet and asked me to be her teacher. I laughed at this but she showed her promise. I started teaching her the alphabets in Kannada.

On Dassara eve she honoured me by touching my feet. But I also touched her feet and gave her the novel as my humble gift in return of her gift of a frock piece to me. My grandmother was my first student and she had passed with flying colours.

Yours sincerely

Sudha Murty

Sudha Murty

Q. 4. *The Story 'How I Taught My Grandmother To Read', gives a beautiful message of importance of literacy.* **Write an article on 'Each one, Teach one' in about 120 words.**

Or

What message does the story *"How I Taught My Grandmother To Read"* **convey ?**

Ans.

Each one, Teach one

Illiteracy is really a blot on the fair name of Indian Society. It is an off-spring of poverty. It affects our society. It also leads to poor and sub-standard living conditions. The only thing they need is the enlightenment which is possible by making them literate.

The illiterates become easy preys to the shrewd and crafty persons. They can easily be cheated by them. Then they remain ignorant of government policies meant for their economic upliftment. They can't come out of the grip of ignorance, poverty etc.

We, the educated ones, can make a difference by teaching an illiterate so that he can hold his head high with pride. We can help him to change his life. A few words of motivation can inspire an illiterate adult to change himself into an enlightened one. So we should adopt one illiterate person and help him to change his life. We should follow the slogan of Indian Literacy Mission "Each one, Teach one" and make the whole country literate.

Q. 5. *'I am independent.'* **Based on this statement of the grandmother, write a paragraph on the topic** *'Education can make one independent'* **in about 120 words.**

Ans.

Education can make one Independent

It would not be wrong to say that education can make one independent. Like the grandmother, one can make oneself fully independent if one learns to study. With education one develops self-confidence, courage, perseverance, determination and zeal to know further. These values of life are very important for further progress. As one proceeds further in life one's curiosity to know more and more increases. Thus literacy opens further gates of knowledge. With the passage of time one feels quite independent.

If one is not educated, one is liable to be cheated. Illiterate persons cannot know what rights they have from the sides of the government and other administrative agencies. Education helps the people to progress more on the paths of civilization. All the present progress has been possible due to the spreading of education and people becoming educated. Illiteracy is, thus, a curse. All must be educated.

Q. 6. *Taking ideas from the chapter 'How I Taught My Grandmother to Read',* **write a paragraph on the topic 'When there is a will, there is a way' in about 120 words.**

Ans.

When there is a will, there is a way

It is true that when there is a will, there is always a way. If we look at human life in a broader sense, we find that man has progressed so much due to his will. When he wills to do something, he invents a way to fulfil it. The narrator's grandmother could not study when she was young. She develops a will in her old age to study. She is passionate to study and finds her tutor in her granddaughter. The grandmother's great passion to know what happens to the old lady in the novel, now

Lesson 2

The Pot Maker

Temsula Ao

I. SUMMARY

I

(Pages 34–36)

Sentila's dream and desire

The story is about a young girl named Sentila, who is passionate about pottery. When she became old enough to go with her mother to the fields and forests, she started dreaming of becoming a pot maker like her mother and grandmother. However, her mother, Arenla, wanted her to become a weaver instead. Sentila even requested the expert potters to teach her. They found it funny as she was a very small kid and thought she would soon lose interest in the craft.

Mother's unwillingness to teach her pottery

Sentila overheard her mother, Arenla, talking about she wanted Sentila to learn weaving as it is not exhaustive and messy like pot making. She complained about the long trips to the riverbank to collect clay, the hardwork of softening it, and how it took months to finish a batch of pots and with a very little reward. At the same time, she said that if Sentila learned weaving, she could earn more money working in all seasons, along with providing enough clothes to the family. Sentila knew this but didn't drop her desire to chase her dream of becoming a pot maker.

Sentila's curiosity and observation of pot making

Even though her mother does not teach her, Sentila observes other potters in the village carefully. She watches how they mix and pound the clay, shape it on the wheel with their hands and spatula, and give the pots their final form. The tap, tap of the spatula fascinates her as lumps of clay turn into pots. She sees the pots which dry in the sun and carefully bake in a kiln with hay and bamboo. Through this observation, Sentila starts understanding the techniques and develops a strong desire to learn and improve her skills.

सेंटिला का सपना और इच्छा

यह कहानी सेंटिला नाम की एक छोटी लड़की की है, जिसे मिट्टी के बर्तन बनाने का बहुत शौक है। जब वह इतनी बड़ी हो गई कि अपनी माँ के साथ खेतों और जंगलों में जा सके, तो उसने अपनी माँ और दादी की तरह मिट्टी के बर्तन बनाने वाली बनने का सपना देखना शुरू कर दिया। हालाँकि, उसकी माँ, अरेनला, चाहती थी कि वह बुनाई का काम सीखे। सेंटिला ने तो कुशल कुम्हारों से उसे सिखाने का अनुरोध भी किया। उन्हें यह सुनकर हंसी आई क्योंकि वह बहुत छोटी बच्ची थी और उन्हें लगा कि वह जल्द ही इस कला में रुचि खो देगी।

माँ की उसे मिट्टी के बर्तन बनाना सिखाने की अनिच्छा

सेंटिला ने अपनी माँ, अरेन्ला को यह कहते हुए सुना कि वह चाहती हैं कि सेंटिला बुनाई सीखे क्योंकि यह मिट्टी के बर्तन बनाने की तरह थकाऊ और गंदा काम नहीं है। उसकी माँ ने नदी किनारे से मिट्टी इकट्ठा करने के लिए लंबी यात्राओं, उसे नरम करने की मेहनत और बहुत कम कमाई के बदले मिट्टी के बर्तनों का एक बैच तैयार करने में महीनों लगने की शिकायत की। साथ ही, उन्होंने कहा कि अगर सेंटिला बुनाई सीख लेगी, तो वह सभी मौसमों में काम करके अधिक पैसे कमा सकेगी और परिवार के लिए कपड़े भी जुटा सकेगी। सेंटिला यह जानती थी, लेकिन उसने मटकी बनाने वाली बनने के अपने सपने को पूरा करने की इच्छा नहीं छोड़ी।

सेंटिला की जिज्ञासा और बर्तन बनाने का अवलोक

हालाँकि उसकी माँ उसे सिखाती नहीं है, फिर भी सेंटिला गाँव के अन्य कुम्हारों को ध्यान से देखती है। वह देखती है कि वे मिट्टी को कैसे मिलाते और कूटते हैं, चाक पर हाथों और चम्मच से उसे आकार देते हैं और बर्तनों को अंतिम रूप देते हैं। चपटे चम्मच की खट-खट की आवाज उसे मंत्रमुग्ध कर देती है क्योंकि मिट्टी के ढेले बर्तनों में बदल जाते हैं। वह बर्तनों को धूप में सूखते और भूसे और बांस के साथ भट्टी में सावधानीपूर्वक पकाते हुए देखती है। इस अवलोकन के माध्यम से, सेंटिला तकनीक को समझने लगती है और अपने कौशल को सीखने और सुधारने की प्रबल इच्छा विकसित करती है।

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Role of the village council

Sentila kept observing pot making secretly in her mother's absence. It became a topic of discussion in the village. All were surprised by the attitude of Arenla's refusal to teach Sentila pottery. One day, her father, Mesoba, was summoned to the village council. He explained that Arenla had not refused to teach; they only wanted Sentila to become stronger after her illness. The elders reminded him that pot making was a traditional skill, important for the community and should be passed on to the next generation. After the meeting, Mesoba returned home and discussed the matter with Arenla.

ग्राम परिषद की भूमिका

सेंटिला अपनी माँ की अनुपस्थिति में छुपकर मिट्टी के बर्तन बनाने का काम देखती रहती थी। यह बात गांव में चर्चा का विषय बन गई। सेंटिला को मिट्टी के बर्तन बनाना सिखाने से अरेनला के इनकार से सभी हैरान थे। एक दिन, उसके पिता मेसोबा को गांव की सभा में बुलाया गया। उन्होंने बताया कि अरेनला ने सिखाने से इनकार नहीं किया था; वे तो बस सेंटिला को बीमारी के बाद स्वस्थ करना चाहते थे। बुजुर्गों ने उन्हें याद दिलाया कि मिट्टी के बर्तन बनाना एक पारंपरिक कौशल है जो समुदाय के लिए महत्वपूर्ण है और इसे अगली पीढ़ी को सौंपा जाना चाहिए। सभा के बाद, मेसोबा घर लौट आए और अरेनला से इस बारे में बात की।

II

(Pages 37–41)

Sentila's failure in learning pottery from Arenla

Arenla obeyed the council's advice and allowed Sentila to learn the craft, guiding her patiently in every step of making pots. She took her to the riverbank and taught her how to dig clay with a dao, carry it in a basket, soak it in a trough, and pound it in a bamboo cylinder. Sentila learned quickly and could make the clay soft and smooth. But when it came to shaping the clay into a pot, she struggled and could not hold it properly. Her mother watched quietly as Sentila tried again and again, Arenla then shaped the lump into a perfect pot. These lessons continued for almost a year, but Sentila was still unable to master the skill of making pots from her mother.

सेंटिला की अरेनला से मिट्टी के बर्तन बनाना सीखने में असफलता

अरेनला ने परिषद के आदेश का पालन करते हुए सेंटिला को काम सिखाना शुरू कर दिया। वह उसे नदी किनारे ले गई और उसे दाओ (एक प्रकार का औजार) से मिट्टी को निकालना, टोकरी में रखना, कुंड में भिगोना और बांस के सिलेंडर में कूटना सिखाया। सेंटिला ने जल्दी ही सीख लिया और मिट्टी को नरम और चिकना बना दिया, लेकिन जब मिट्टी से बर्तन बनाने की बारी आई, तो उसे कठिनाई हुई और वह उसे ठीक से पकड़ नहीं पाई। उसकी माँ चुपचाप देखती रही जब सेंटिला बार-बार कोशिश करती रही, फिर अरेनला ने मिट्टी के ढेले को एक उत्तम बर्तन का आकार दिया। ये सबक लगभग एक साल तक चला, लेकिन सेंटिला फिर भी अपनी माँ से बर्तन बनाने की कला नहीं सीख पाई।

Onula's observation of Sentila

Next year, when Sentila had grown older, she was sent to stay for a few nights in a girls' dormitory, looked after by a kind, middle-aged widow named Onula. Onula knew about the difficulties in Sentila's family and wanted to help her. One evening, when the other girls went to attend a musical program, Onula saw Sentila quietly taking clay and her tools from the basket to try making a pot. Sentila was tense and unsure, which made it difficult for her to shape the clay correctly.

ओनुला का सेंटिला पर अवलोकन

जब सेंटिला बड़ी हुई, तो उसे कुछ रातों के लिए लड़कियों के छात्रावास में रहने के लिए भेजा गया, जहाँ उसकी देखभाल ओनूला नाम की एक दयालु, अधेड़ उम्र की विधवा करती थी। ओनूला सेंटिला के परिवार की कठिनाइयों से वाकिफ थी और उसकी मदद करना चाहती थी। एक शाम, जब दूसरी लड़कियाँ एक संगीत कार्यक्रम में गई, तो ओनूला ने देखा कि सेंटिला चुपचाप टोकरी से मिट्टी और अपने औजार निकालकर एक बर्तन बनाने की कोशिश कर रही थी। सेंटिला तनाव में थी और अनिश्चित थी, जिसके कारण उसे मिट्टी को सही आकार देने में कठिनाई हो रही थी।

Onula's guidance and encouragement

Feeling tired and disappointed, Sentila dropped the badly shaped lump of clay, and Onula comforted her, saying that she would teach her to make a perfect pot. She first shaped a beautiful pot herself and then asked Sentila to try again. With new confidence, Sentila followed her instructions and made a beautiful pot. However, Onula pointed out that the mouth of the pot was not shaped correctly and advised her to watch her mother carefully next time. She also told Sentila that she was a quick learner and would do well.

ओनुला का मार्गदर्शन और प्रोत्साहन

थकी हुई और निराश महसूस करते हुए, सेंटिला ने मिट्टी का वह बेढंगा टुकड़ा गिरा दिया, और ओनूला ने उसे दिलासा देते हुए कहा कि वह उसे एक उत्तम बर्तन बनाना सिखाएगी। पहले उसने खुद एक सुंदर बर्तन बनाया और फिर सेंटिला को दोबारा कोशिश करने को कहा। नए आत्मविश्वास के साथ, सेंटिला ने उसके निर्देशों का पालन किया और एक सुंदर बर्तन बनाया। हालांकि, ओनूला ने बताया कि बर्तन का मुंह सही आकार का नहीं बना था और उसे अगली बार अपनी माँ को ध्यान से देखने की सलाह दी। उसने सेंटिला से यह भी कहा कि वह जल्दी सीख रही है और अच्छा करेगी।

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IV. KAVERI TEXTBOOK EXERCISES

Reflect and Respond (*Page 33*)

I. Look at the pictures given below and identify the vocations. Now, list at least five more vocations.

Ans. The pictures show people engaged in these vocations:

1. First figure is of a lady weaving a basket. Vocation: Basket Weaver (Artisan)
2. Second figure is of a man making pots on a wheel. Vocation: Pot making (Potter)
3. Third figure is of a lady weaving cloth on a loom. Vocation: Cloth Weaver
4. Fourth figure is of a man working with wood. Vocation: Carpenter

Five other common vocations are:

1. Electrician 2. Cobbler 3. Beautician 4. Chef 5. Guide.

II. Work in pairs. Discuss the following questions and share your answers with your classmates and teacher.

1. ***What is common among these pictures?***
2. ***We refer to such skill-based work as v _ _ a _ _ o _ s.***
3. ***Mention a few differences between handmade and machine-made products.***

Ans.

1. All the pictures show people engaged in traditional, skill-based work where they create things by hand using their expertise.
2. vocations
3. The table below shows the main differences between handmade and machine-made products:

Feature/Diffe ences	Handmade Products	Machine-Made Products
Production method	Made manually by skilled artisans	Made using machines and automation
Time required	Takes longer to make	Produced quickly
Uniqueness	Each item is unique	Items are uniform and identical
Cost	Usually more expensive due to labour	Usually cheaper due to mass production
Quality	Can have high craftsmanship; may vary slightly	Consistent quality but may lack personal touch
Flexibility	Can be customised easily	Customisation is limited
Material usage	Often uses natural or traditional materials	Often uses standardised or synthetic materials

Watch me on YouTube

(ii) Choose the correct option to complete the following sentence.

'Don't worry, little one, I shall teach you how to make a perfect pot.'

This shows that Onula was _____.

A. sincere and generous

B. forgiving and thoughtful

C. thoughtful and generous

D. forgiving and sincere

(iii) Which among the following is the effect of a cause?

A. As a result, the clay seemed unable or unwilling to yield the right shape.

B. Onula saw her taking out some clay and the implements from her basket quietly.

(iv) 'Onula fashioned a beautiful pot.' Here, the word 'fashioned' means _____.

(created/styled)

(v) How might Sentila have felt when she saw 'the misshapen lump fall flat on the ground'?

Ans.

(i) she was too tensed and seems she has lost her confidence to give it a perfect shape.

(ii) C. thoughtful and generous

(iii) A. As a result, the clay seemed unable or unwilling to yield the right shape.

(iv) Created

(v) Sentila might have felt disappointed and frustrated when she saw 'the misshapen lump fall flat on the ground.'

II. Answer the following questions.

1. ***Describe the process of pot making followed by expert pot makers, as observed by Sentila.***
2. ***What warning was given to Mesoba by the village council?***
3. ***How did Sentila feel when she failed at pot making even after a year of training with her mother?***
4. ***'Onula stood there for a long time as if trying to absorb a new phenomenon'. Explain.***
5. ***'The tradition and history of the people did not belong to any individual,' what does this symbolise?***
6. ***What is the significance of the concluding line of the story, 'A new pot maker was born'?***
7. ***What is the role of perseverance in pursuing one's dreams? Elaborate with reference to Sentila.***

Ans.

1. As Sentila had a serious inclination towards pot making from childhood, she carefully observed expert pot makers as they follow a slow and skilful process. First, they collect the clay and knead thoroughly to remove air and make it smooth. The potters then place the clay on the wheel and shape it carefully with steady hands. They use water to keep the clay moist while forming the pot. After shaping, the pots are dried in the sun and later baked in fire to make them strong and usable. Sentila notices that the process requires patience, physical effort, and precision, showing that pot making is a demanding and skilled craft.
2. The warming given to Mesoba by the village council was that he must remind Arenla to teach Sentila the art of pot making. The council cautioned that if Arenla did not pass on her skills, this traditional craft could die out. They emphasised that such skills were not the personal property of any individual but belonged to the community, symbolising its tradition and history. The skill should be handed down from one generation to the next one. Therefore, experts like Arenla were obliged to share their knowledge not only with their own children but also with anyone willing to learn.
3. Sentila felt deeply disappointed and discouraged when she failed even after a year of training. She began to doubt her ability and felt hurt by her mother's continued disapproval. Despite her strong desire to learn, repeated failure made her feel helpless and emotionally burdened. However, her sadness did not turn into bitterness. Instead, it strengthened her resolve to continue learning silently, showing her perseverance and inner strength.
4. On her way back from Arenla's cremation, Onula entered to the work shed out of curiosity as it was slightly open but stopped suddenly. She saw two neat rows of newly-made pots stood side by side. Onula stood there silently because she was astonished as she could not find any difference among them.

   The perfectly shaped pots made by Sentila reveal her natural talent, something unexpected and extraordinary. She realises that Sentila has

3. *Complete the following sentences with suitable relative clauses.*

(*i*) Sentila, whose _____, practised the craft diligently.

(*ii*) The village council, where _____, sought an explanation for Arenla's reluctance.

(*iii*) The potter's hands, which _____, shaped the clay into beautiful creations.

(*iv*) Arenla, her mother, wanted her to learn weaving, which _____.

(*v*) Mesoba went home and discussed the matter with Arenla, who _____.

Ans. (*i*) interest in pottery was strong,

(*ii*) important decisions were taken

(*iii*) moved skillfully and with care

(*iv*) she believed was more useful for the family

(*v*) followed and respected the village council's decision.

4. *Read the highlighted words in the following lines from the text.*

- Onula saw her taking out **some** clay.
- … make as **many** pots as they could.
- … did not belong to **any** individual.
- Slowly she walked away from **this** place of wonder.
- … they would not have **enough** days of sunshine …

The highlighted words are **determiners**. Determiners are words that come before nouns and specify something about their quantity, definiteness, or ownership.

Here is a list of the most frequently used determiners—

- a, an, the (Articles)
- this, that, these, those (Demonstratives)
- my, our, your, his, her, its, their, one's (Possessives)
- one, two, three, etc. (Definite numerals)
- some, any, no, all, both, much, many, few, less, several, little (Indefinite numerals)
- each, every, either, neither (Distributives).

(i) Find out some more determiners from the text.

Ans. Some more determiners from the text are:

her, his, the little, one, no, my, a batch of, entire, all, any, everyone, some, another

(ii) Fill in the blanks with suitable determiners. The first two blanks have been done for you.

A. The florist arranged <u>five</u> bouquets for <u>her</u> clients, that were displayed in____ elegant floral shop.

B. The carpenter crafted _____ unique tables, and _____ became the centrepiece in _____ furniture collection.

C. _____ of _____ apprentices in _____ culinary class demonstrated _____ knife skills during the intense cooking session.

D. _____ of _____ sculptures were displayed at _____ art exhibition, showcasing _____ diverse artistic skills.

Ans. A. an

B. some, they, his

C. All, the, the, some of the

D. Some, the, the, their

Listen and Respond (*Pages 48–49*)

I. You will listen to a man speak about stone statues.

As you listen, complete the given paragraph by filling in the blanks with the exact words you listen to.

(Transcript for teacher on page 261)

A statue is carved to create a shape that is 1. _____.

Among the many things stone is used for making stone 2. _____ is one of them. India has some of the most 3. _____ stone sculptures, as is obvious from its many stone monuments across the country.

II. You will now listen to the man speaking about some steps involved in making stone statues. As you listen, select the six correct steps out of the nine given.

(Transcript for teacher on page 261)

1. ***carve to remove large unwanted portions of the stone***
2. ***set up the different tools***
3. ***measure the weight and dimensions of the statue***
4. ***leave the statue in water to firm up overnight***
5. ***refine the creation within the stone***
6. ***choose the stone***
7. ***begin carving from the centre***
8. ***detach the creation from the stone as the final statue***
9. ***work to bring out the imagined shape***

Ans.

I. A statue is carved to create a shape that is **1. visually interesting three-dimensional shape**.

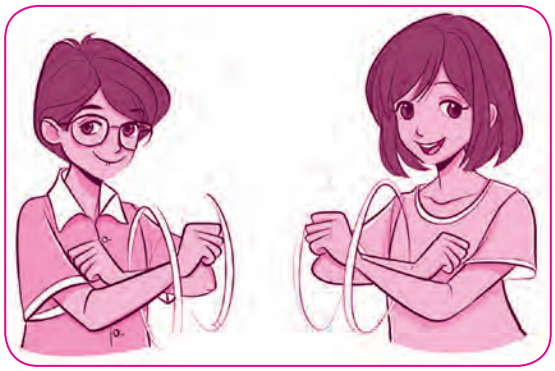
Among the many things stone is used for making stone **2. sculptures** is one of them. India has some of the most **3. fascinating and mesmerising** stone sculptures, as is obvious from its many stone monuments across the country.

II. The six correct steps in making stone statues in chronological order are:

6. choose the stone
3. measure the weight and dimensions of the statue.
1. curve to remove large unwanted portions of the stone
9. work to bring out the imagined shape
5. refine the creation within the stone
8. detach the creation from the stone as the final statue

Speaking Activity (*Pages 49–50*)

- **Work in pairs and choose two characters from the story—Sentila and one other character [Arenla, Mesoba, Onula or a village elder].**
- **Prepare to speak from the chosen character's perspective based on information from the story and the understanding of the intentions of the characters.**
- **Prepare a role-play between Sentila and the chosen character. The conversation between the characters should cover the following points.**
  - ❖ Sentila's desire to learn pot making
  - ❖ the challenges she faces
  - ❖ the advice or perspective the other character offers
- **Students can use direct quotes from the story and creatively expand on the characters' thoughts and feelings.**



You may use the following sentence prompts.

- ❖ I feel/felt _____ because…
- ❖ I wish/wished _____ because…
- ❖ When you said/did _____, it made me feel/think _____ because…

Ans.

1. Role-play conversation between Sentila and Arenla

Sentila: Mother, I wish to speak to you. I feel restless because my heart longs to learn pot making like you and Grandmother.

Arenla: Sentila, I feel worried because I know how painful and exhausting this work is. I do not want you to suffer as I have.

Sentila: I wish you would understand my desire because whenever I watch you shaping clay, I feel proud and inspired. When you said I should become a weaver, it made me feel disappointed because pot making is my true passion.

Arenla: When you insist on learning pot making, it makes me feel anxious because I remember the long walks to the riverbank and the heavy loads of clay. I wish you could choose an easier life.

that are easy to understand and enjoyable. This shows how passion can grow into a profession. For example, I once wrote a rhyme about healthy food, and children enjoyed singing it while learning good habits. I also made a picture-based worksheet for vocabulary, and students understood the words faster. These moments make me realise that my skills are not only for myself. They help others learn and feel happy, and that is the best reward.

Reflecting on my skills and passions shows me a journey of growth and purpose. By practicing them every day, I can turn them into something useful for others. Learning is not just about success—it is about making life meaningful for everyone.

Learning Beyond the Text (*Pages 51–52*)

I. Pottery is practised in many parts of our country and each region has its unique style.

Find out about the diffe ent styles of indigenous pottery of your region and other regions of our country. Some notable styles include:

- Khurja pottery from Uttar Pradesh
- Blue pottery from Jaipur
- Terracotta from West Bengal
- Andretta pottery from Himachal Pradesh
- Karigari pottery from Tamil Nadu
- Longpi Black pottery from Manipur

1. Match the pictures with the pottery it represents.

Ans. 1.

- Khurja pottery from Uttar Pradesh
- Blue pottery from Jaipur
- Terracotta from West Bengal
- Andretta pottery from Himachal Pradesh
- Karigari pottery from Tamil Nadu
- Longpi Black pottery from Manipur

II. *You must have read stories in English and in your own language about the value of handicrafts and art. Read the story 'Quality' by John Galsworthy. Write its review and make a presentation highlighting the decline of traditional crafts and skills vs. industrialisation and mass-produced goods.*

Ans. Students to read the story **'Quality'** by John Galsworthy from NCERT Textbook on pages 52–56.

V. IMPORTANT PASSAGES FOR COMPREHENSION

1 ***Ever since Sentila became old enough to accompany her mother to the fields and forests, she began to dream of becoming a pot maker like her mother and grandmother. However Arenla, her mother, wanted her to become a weaver. On days when she managed to stay at home while her parents went to the fields, Sentila approached expert potters to learn the skill. They were at first amused by the little girl's insistence as they thought that she would soon outgrow her childish passion for the craft.*** *(Page 34)*

Comprehension Questions *(Set 1)*

1. What is Sentila doing at the start of the extract?

(*a*) Learning weaving
(*b*) Helping her mother
(*c*) Observing potters at work
(*d*) Playing with her brother

2. Why does Sentila's mother prefer weaving for her?

3. Why did Sentila visit expert potters?

4. Complete the sentence appropriately:
'Sentila approached expert potters to learn the skill.' The line shows Sentila is _____ towards pottery.

Comprehension Questions *(Set 2)*

1. What does Sentila DOES NOT dream of?

(*a*) Becoming a pot maker like her mother
(*b*) Becoming a pot maker like her grandmother
(*c*) Become a weaver
(*d*) None of the above

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